Group Award Specification for the:

Higher National Certificate in Counselling

Group Award Code: G8H6 15

Higher National Diploma in Counselling

Group Award Code: GM4H 16

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Contents

1   Introduction

This document was previously known as the arrangements document. The purpose of this document is to:

♦   assist centres to implement, deliver and manage the qualification.
♦   provide a guide for new staff involved in offering the qualification.
♦   inform course managers teaching staff, assessors, learners, employers and HEIs of the aims and purpose of the qualification.
♦   provide details of the range of learners the qualification is suitable for and progression opportunities.

Background of the HNC in Counselling

The HNC in Counselling framework has been available as a stand-alone qualification since 2006 and has attracted a steady uptake of learners. Some of the component units have been revised under SQA's incremental change process to reflect the changing needs of the counselling sector. It also represents Year 1 of the HN Diploma in Counselling. The factors influencing the revisions were:

♦   the need to update the terminology used in the units in light of current ways of working
♦   to ensure that the HNC continues to meet the needs of stakeholders, including learners, employers and approved centres
♦   the need to supplement the knowledge base to allow the opportunity for progression to the HN Diploma in Counselling

The HNC assigns a central role to the value base essential to professional practice and incorporates the knowledge and understanding of the counselling theories and skills required for progression into employment or further study.

It is designed to appeal not only to those whose primary role would be in a counselling context or setting, but also to the wider advice, guidance, health and social care sectors in that it could be accessed by those who required knowledge specifically drawn from counselling (eg community work, criminal justice, education and health services, voluntary organisations, social work and youth services).

The requirements of the updated HNC Group Award are unchanged in that learners will complete seven mandatory HN Units and five optional HN Units. The content of several of the component units has been revised to align with the knowledge requirements of the British Association for Counselling and Psychotherapy (BACP) and therefore provide the underpinning knowledge and understanding to support progression to the jointly awarded HN Diploma in Counselling for those who wish to do so. In addition, the unit *Work Placement* at SCQF level 7 has been added to the optional unit list. The rationale behind this is that the recommended entry requirements for the HNC include participation in paid or voluntary work and achievement of this unit will recognise that work. It will also provide some preparation for the supervised placement component of the HN Diploma for those learners who wish to progress to that.

Background and Rationale for the HN Diploma in Counselling

The HN Diploma in Counselling has been jointly developed by SQA and BACP to provide a coherent framework at SCQF level 8 that meets the needs for professional employment in the sector. The factors influencing the development were:

♦   the need to provide a progression route from the HNC in Counselling for those specifically seeking a professional career in the counselling sector.
♦   the need to professionalise the industry, particularly in Scotland, by providing a qualification which meets the requirements for joint certification from SQA and the BACP and provides a route to individual membership and entry to the BACP professional register.

With these factors in mind, the HN Diploma in Counselling has been designed to enhance the quality of professional counselling practitioner provision particularly in Scotland. It provides learners with the opportunity to develop their counselling practitioner skills via supervised practice and develops their knowledge of the importance of contractual relationships and ethical and regulatory frameworks

The HN Diploma embeds an e-assessment, the Certificate of Proficiency (CoP), which is owned and managed by the BACP. The CoP online assessment will normally be offered by BACP at two points in the year, June and November.

Achievement of the CoP will allow learners the opportunity to seek individual membership and access the professional register held by them. Access to the professional register is always at the discretion of the BACP.

Guidance for centres on how to arrange the CoP assessment with BACP is attached as Appendix 1.

There is further added value within the HN Diploma with the inclusion of a mandatory research unit at SCQF level 9 which develops the learner's knowledge and understanding of the research underpinning counselling practice and the importance of this research being current, evidence-based and ethical.
Understanding and application of research is a core component of BACP requirements for individual registration.

There are also optional units within the framework designed to support counsellors to set-up in private practice if that is a route of interest.

It should be noted that only achievement of the jointly awarded HN Diploma in Counselling will allow learners the opportunity to apply to access the professional register

2   Qualification structures

HNC in Counselling at SCQF level 7

The HNC Group Award is made up of 12 SQA unit credits.

7 SQA Unit credits (56 SCQF points at SCQF level 7) are mandatory, including 1 SQA credit Graded Unit (8 SCQF credit points at SCQF level 7)

A further 5 SQA unit credits (40 SCQF points) will be taken from the optional section of the framework giving the required 96 SCQF credit points to achieve the award.

The framework of the HNC in Counselling is set out in Section 2.1.

HN Diploma in Counselling at SCQF level 8

The HN Diploma Group Award is made up of 30 SQA unit credits.

22 SQA unit credits are mandatory (176 SCQF points, of which 120 are at SCQF level 8 or above).

The mandatory section contains 3 SQA HN Graded Unit credits (24 SCQF points) of which 2 SQA credits (16 SCQF points) are at SCQF level 8).

A further 8 SQA unit credits (64 SCQF points) will be taken from the optional section of the framework giving the required 240 SCQF credit points to achieve the award.

The framework of the HN Diploma in Counselling is set out in Section 2.2.

2.1 HNC structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Mandatory section (all 56 SCQF credit points to be achieved)					
F1ER	34	Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model	1	8	7
F1ES	34	Counselling: Relationship-Centred Counselling Skills Stage 2 of the Three-Stage Integrative Model	1	8	7
F1ET	34	Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model	1	8	7
F1EL	34	Counselling: Humanistic Counselling Theory	1	8	7
F1EP	34	Counselling: Psychodynamic Counselling Theory	1	8	7
F1EE	34	Counselling: Cognitive and Behavioural Counselling Theory	1	8	7
F1M4	34	Counselling: Graded Unit 1	1	8	7
Optional units (a minimum of 40 SCQF credit points to be achieved)					
F1EV	34	Counselling: Understanding Addictive Behaviours	1	8	7
F1EW	35	Counselling: Working with Addictive Behaviours	1	8	8
F1EX	35	Counselling: Working with Substance Misuse	1	8	8
F1EM	34	Counselling: Loss, Grief and Bereavement in a Counselling Context	1	8	7
F1EK	34	Counselling: Group Counselling Skills	1	8	7
DF4E	34	Developing Skills for Personal Effectiveness	1	8	7
HJ4W	34	Work Placement	1	8	7
H0C4	35	Counselling: Self Evaluation for Counsellors	1	8	8
HT6X	35*	Counselling: Contemporary Cognitive and Behavioural Theory	1	8	8
HT6Y	35*	Counselling: Contemporary Humanistic Counselling Theory	1	8	8
HT70	35*	Counselling: Contemporary Psychodynamic Counselling Theory	1	8	8
F1EN	34	Counselling: Personal Development in a Counselling Skills Setting	2	16	7
F1EJ	35	Counselling: Counselling Supervision	1	8	8

*Refer to History of Changes for revision changes

2.2 HN Diploma structure

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Mandatory section (minimum of 22 SQA credits, 176 SCQF credit points)					
Mandatory units (20 SQA credits, 160 SCQF credit points)					
F1ER	34	Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model	1	8	7
F1ES	34	Counselling: Relationship-Centred Counselling Skills Stage 2 of the Three-Stage Integrative Model	1	8	7
F1ET	34	Counselling: Relationship-Centred Counselling Sklls: Stage 3 of the Three-Stage Integrative Model	1	8	7
F1EL	34	Counselling: Humanistic Counselling Theory	1	8	7
F1EP	34	Counselling: Psychodynamic Counselling Theory	1	8	7
F1EE	34	Counselling: Cognitive and Behavioural Counselling Theory	1	8	7
F1M4	34	Counselling: Graded Unit 1	1	8	7
HL9J	35	Counselling: Professional Standards	1	8	8
HL9P	35	Counselling: Psychopathology for Counsellors	1	8	8
HL9N	35	Counselling: Personal Development in a Therapeutic Setting	2	16	8
HL9K	35	Counselling Supervised Practice	3	24	8
HL9L	36	Counselling: Research Skills	1	8	9
HL9R	35	Counselling: Values and Principles for Practice	1	8	8
H0C4	35	Counselling: Self Evaluation for Counsellors	1	8	8
HN78	35	Counselling: BACP Certificate of Proficiency	1	8	8
HN8V	35	Counselling: Graded Unit 2	2	16	8
Mandatory optional section (2 to 8 SQA credits to be taken)					
Group 1 (1 to 4 SQA credits to be taken)					
HT6X	35*	Counselling: Contemporary Cognitive and Behavioural Theory	1	8	8
HT6Y	35*	Counselling: Contemporary Humanistic Counselling Theory	1	8	8
HT70	35*	Counselling: Contemporary Psychodynamic Counselling Theory	1	8	8
J00E	35*	Counselling: Contemporary Pluralistic Counselling Theory	1	8	8

4 code	2 code	Unit title	SQA credit	SCQF credit points	SCQF level
Group 2 (1 to 4 SQA credits to be taken)					
H0C1	35	Counselling: Group Experience: Cognitive-Behavioural Approach	1	8	8
H0C2	35	Counselling: Group Experience: Humanistic Approach	1	8	8
H0C3	35	Counselling: Group Experience: Psychodynamic Approach	1	8	8
J00F	35	Counselling Group Experience: Pluralistic Approach	1	8	8
Optional units (2 to 8 SQA unit credits to be taken)					
J6FH	35*	Telephone and Online Counselling: Ethics and Professional Standards	1	8	8
J6FJ	35*	Telephone and Online Counselling: Safe and Competent Practice	1	8	8
F1EV	34	Counselling: Understanding Addictive Behaviours	1	8	7
F1EW	35	Counselling: Working with Addictive Behaviours	1	8	8
F1EX	35	Counselling: Working with Substance Misuse	1	8	8
F1EM	34	Counselling: Loss, Grief and Bereavement in a Counselling Context	1	8	7
F1EK	34	Counselling: Group Counselling Skills	1	8	7
H0HL	35	Counselling: Deaf People	1	8	8
H0HN	35	Counselling: Course Residential Experience	1	8	8
HL9M	35	Counselling: Setting Up a Practice	1	8	8
H7V4	34	Preparing to Start a Business	1	8	7
DF4E	34	Developing Skills for Personal Effectiveness	1	8	7
HJ4W	34	Work Placement	1	8	7
F1EN	34	Counselling: Personal Development in a Counselling Skills Setting	2	16	7
F1EJ	35	Counselling: Counselling Supervision	1	8	8

*Refer to History of Changes for revision changes

3 Aims of the qualifications

The principal aim of these qualifications is to:

♦ provide a coherent and progressive learning programme relevant to the needs of the counselling sector in Scotland, achievement of which provides joint certification from SQA and BACP and the opportunity to access individual membership and the BACP professional register

3.1 General aims of the qualifications

All Higher National qualifications aim to allow learners to:

♦ develop transferable skills, including Core Skills
♦ demonstrate interpersonal skills and the ability to work with others
♦ develop personal effectiveness
♦ develop critical thinking skills
♦ progress within the SCQF framework and into higher education
♦ provide opportunities for career progression

3.2 Specific aims of the qualifications

The HNC in Counselling has the following specific aims, to:

1 provide an award for those working in the sector who wish to build on their existing knowledge and/or experience
2 encourage best practice
3 understand the main theoretical concepts and approaches to counselling and develop underpinning knowledge of counselling ethics and boundaries
4 explain and demonstrate the practice of skills using a relationship-centred model of counselling
5 explain and demonstrate personal learning and development within the course of the programme
6 provide learners with counselling specific knowledge and skills applicable to a number of specialist areas
7 provide learners with the opportunity to progress to the HN Diploma in Counselling

The HN Diploma in Counselling has the following specific aims, to:

8 provide progression from the HNC in Counselling for those specifically seeking a professional career in the counselling sector
9 professionalise the industry, particularly in Scotland, by providing a jointly awarded qualification which meets the BACP requirements for individual entry to the professional register
10 emphasise the importance of contractual relationships and ethical and regulatory frameworks
11 develop learner's ability to form a therapeutic relationship with clients in a range of counselling settings
12 develop the learners' skills in research, self-evaluation and personal development
13 develop learners' awareness of the health, safety and security **requirements for safe working**

3.3   Graded units

3.3.1   Counselling Graded Unit 1

This graded unit will be assessed by the use of a project in the form of a case study which should be based upon a simulated realistic counselling experience. The developed practical case study should provide the learner with the opportunity to produce evidence that demonstrates the application of knowledge and understanding to a situation that involves a counselling environment.

The case study should show evidence that the learner is able to integrate their counselling knowledge and skills. The case study samples across the following mandatory units:

Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three Stage Integrative Model
Counselling: Relationship-Centred Counselling Skills: Stage 2 of the Three Stage Integrative Model
Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three Stage Integrative Model
Counselling: Psychodynamic Counselling Theory
Counselling: Humanistic Counselling Theory
Counselling: Behavioural and Cognitive Counselling Theory

3.3.2 Counselling Graded Unit 2

This graded unit will be assessed by the use of a project in the form of a case study which should be based upon actual counselling experience, building on the skills and knowledge gained in the simulated classroom assessment of Graded Unit 1.

The developed practical case study should be based on a client from placement and provide the learner with the opportunity to produce evidence that demonstrates the application of knowledge and understanding whilst contributing to the required 100 hours supervised practice.

Consent for their case to be used in a case study must be obtained from the client. All care must be taken to maintain the confidentiality of clients involved in the case study

The case study should show evidence that the learner is able to integrate knowledge and understanding into their practice. The case study should sample across the following mandatory units:

Counselling: Professional Standards
Counselling: Psychopathology
Counselling: Personal Development in a Therapeutic Setting
Counselling: Placement and Supervised Practice
Counselling: Research Skills
Counselling: Values and Principles of Practice
Counselling: Self Evaluation for Counsellors

Plus one theory unit and one approach unit selected from the following:

Theory units

Counselling: Contemporary Behavioural and Cognitive Theory
Counselling: Contemporary Humanistic Counselling Theory
Counselling: Contemporary Psychodynamic Counselling Theory
Counselling: Contemporary Pluralistic Counselling Theory

Approach units

Counselling Group Experience: Cognitive-Behavioural Approach
Counselling Group Experience: Humanistic Approach
Counselling Group Experience: Psychodynamic Approach
Counselling Group Experience: Pluralistic Approach

4 Recommended entry to the qualifications

The following information on prior knowledge, skills, experience or qualifications that provide suitable preparation for this programme has been provided as guidance.

Entry to the qualification/s is at the discretion of the approved centre..

It is recommended that centres develop a process and checklist encompassing their own entry requirements and the standards set out by BACP to assist them in evidencing their decisions.

Note: to ensure consistency of recruitment to the HN Diploma across approved centres a reference from the centre that awarded the HNC in Counselling should be obtained for each applicant (where the HN Diploma centre is different from the HNC centre)

Centre selection procedures for Counselling applicants should be consistent with their course rationale**.**

Applicants must be provided with detailed and accurate information about the course, including its structure, aims, staffing, content, assessment process, fees (where applicable) and expected timescales.

SQA will provide a template for a Course Handbook which centres may amend for their own use. This can be downloaded from the HN Counselling web-page of SQA's Secure Website.

Please refer to Section 6.7.2 for detailed information on what information should be given to learners prior to undertaking the course.

4.1 HNC Entry

For entry to the HNC in Counselling, the following recommendations are made:

♦ Appropriate National Units from SQA, eg Counselling Theory for Practice: an Introduction (or equivalent counselling units/awards from other awarding bodies at SCQF level 6 or above)
♦ Participation in voluntary/paid work experience in a counselling setting
♦ Other relevant related qualifications (such as HNCs in Social Care, Health Care, Diploma in Social Work, Degree/Diploma in Nursing, etc may be considered)
♦ Experience in working with people who have experienced substance misuse problems. eating disorders, relationship problems

4.2   HN Diploma Entry

Candidates who present with the HNC in Counselling can be considered for entry to the second year of the HND. The HNC has been designed to provide the underpinning knowledge of theories and ethics required to progress to the HN Diploma.

Learners presenting with other qualifications are not eligible for APL/RPL into Year 2 of the HN Diploma.

4.2.1   HN Diploma specific entry requirements

In order to evaluate the learner's potential to develop the relevant attributes and in the interest of future client safety, they must also be assessed against the following criteria prior to admission to the course:

♦   Self-awareness, maturity and stability
♦   Ability to make use of and reflect upon life experience
♦   Capacity to cope with the emotional demands of the course
♦   Ability to cope with the intellectual and academic requirement
♦   Ability to form a helping relationship
♦   Ability to be self-critical and use both positive and negative feedback
♦   Awareness of the nature of prejudice and oppression
♦   Awareness of issues of difference and equality
♦   Ability to recognise the need for personal and professional support
♦   Competence in, or the aptitude to develop generic professional skills including, literacy numeracy, information technology, administrative skills, self-management skills, communication and interpersonal skills.

These criteria may be evidenced with a combination of the following as necessary, e.g.:

♦   Personal statement and interview by course staff
♦   Fitness to study assessment paper
♦   Witness testimony from supervisors or other suitably qualified people
♦   Prior educational achievement
♦   Core Skills profiles, SQA Higher (National 5) Units in English/Communication/Mathematics/Arithmetic/Information and Communication Technology/Administration/Business

4.3   Core Skills entry profile

The Core Skill entry profile provides a summary of the associated assessment activities that exemplify why a particular level has been recommended for this qualification. The information should be used to identify if additional learning support needs to be put in place for learners whose Core Skills profile is below the recommended entry level or whether learners should be encouraged to do an alternative level or learning programme.

The following Core Skills entry criteria are provided as guidance for entry **to the HNC**.

Core Skill	Recommended SCQF entry profile	Associated assessment activities
Communication	6	Written and oral assessments, group work and discussions, presentations
Numeracy	5	Evidencing resource scoping and management
Information and Communication Technology (ICT)	5	Counselling research, use of word processing and presentation packages
Problem Solving	6	Negotiation, adapting to changing circumstances
Working with Others	6	Simulated counselling experience, group work and peer review

5   Additional benefits of the qualification in meeting employer needs

This qualification was designed to meet a specific purpose and what follows are details on how that purpose has been met through mapping of the units to the aims of the qualification.

Through meeting the aims, additional value has been achieved by linking the unit standards with those defined in the professional body requirements, in this case the BACP Core Curriculum and the BACP Ethical Framework for the Counselling Professions.

In addition, significant opportunities exist for learners to develop the more generic skills, known as Core Skills throughout this qualification.

5.1   Mapping of qualification specific aims to units

Code	Unit title	Specific aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
F1ER 34	Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model	X	X	X	X			X		X		X	X	
F1ES 34	Counselling: Relationship-Centred Counselling Skills Stage 2 of the Three-Stage Integrative Model	X	X	X	X			X		X		X	X	
F1ET 34	Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model	X	X	X	X			X		X		X	X	
F1EL 34	Counselling: Humanistic Counselling Theory	X	X	X	X			X		X				
F1EP 34	Counselling: Psychodynamic Counselling Theory	X	X	X	X			X		X				
F1EE 34	Counselling: Cognitive and Behavioural Counselling Theory	X	X	X	X			X		X				
F1M4 34	Counselling: Graded Unit 1	X	X	X	X			X		X			X	
HL9J 35	Counselling: Professional Standards	X	X	X	X			X		X	X			X
HL9P 35	Counselling: Psychopathology for Counsellors	X	X	X	X			X		X				
HL9L 35	Counselling: Personal Development in a Therapeutic Setting	X	X	X	X			X		X			X	
DF4E 34	Developing Skills for Personal Effectiveness	X			X	X							X	
HL9K 35	Counselling: Supervised Practice	X	X		X			X	X	X	X			
HL9L 36	Counselling: Research Skills	X	X			X	X		X	X			X	
HL9R 35	Counselling: Values and Principles for Practice	X	X			X	X		X	X	X			X
H0C4 35	Counselling: Self Evaluation for Counsellors	X	X			X	X		X	X			X	

Code	Unit title	Specific aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
HN78 35	Counselling: Certificate of Proficiency (BACP)	X	X			X	X		X	X				
HN8V 35	Counselling: Graded Unit 2	X	X	X	X	X	X	X	X	X		X	X	
HT6X 35	Counselling: Contemporary Behavioural and Cognitive Theory	X	X			X	X		X	X				
HT6Y 35	Counselling: Contemporary Humanistic Counselling Theory	X	X			X	X		X	X				
HT70 35	Counselling: Contemporary Psychodynamic Counselling Theory	X	X			X	X		X	X				
J00E 35	Counselling: Contemporary Pluralistic Counselling Theory	X	X			X	X		X	X				
H0C1 35	Counselling Group Experience: Cognitive-Behavioural Approach	X	X			X	X		X	X				
H0C2 35	Counselling Group Experience: Humanistic Approach	X	X			X	X		X	X				
H0C3 35	Counselling Group Experience: Psychodynamic Approach	X	X			X	X		X	X				
J00F 35	Counselling Group Experience: Pluralistic Approach	X	X			X	X		X	X				
F1EV 34	Counselling: Understanding Addictive Behaviours	X	X			X	X		X	X			X	
F1EW 35	Counselling: Working with Addictive Behaviours	X	X			X	X		X	X	X		X	
F1EX 35	Counselling: Working with Substance Misuse	X	X			X	X		X	X	X		X	
F1EM 34	Counselling: Loss, Grief and Bereavement in a Counselling Context	X	X			X	X		X	X			X	
F1EK 34	Counselling: Group Counselling Skills	X	X			X	X		X	X	X		X	
H0HL 35	Counselling: Deaf People	X	X			X	X		X	X			X	

Code	Unit title	Specific aims												
		1	2	3	4	5	6	7	8	9	10	11	12	13
H0HN 35	Counselling: Course Residential Experience	X	X			X	X		X	X			X	
HL9M 35	Counselling: Setting Up a Practice	X	X			X	X		X	X	X		X	X
H7V4 34	Preparing to Start a Business	X	X				X		X			X		X
HJ4W 34	Work Placement	X	X			X							X	

Specific aims, to:

1   provide an award for those working in the sector who wish to build on their existing knowledge and/or experience.
2   encourage best practice.
3   understand the main theoretical concepts and approaches to counselling and develop underpinning knowledge of counselling ethics and boundaries.
4   explain and demonstrate the practice of skills using a relationship-centred model of counselling.
5   explain and demonstrate personal learning and development within the course of the programme.
6   provide learners with counselling specific knowledge and skills applicable to a number of specialist areas.
7   provide learners with the opportunity to progress to the HN Diploma in Counselling.
8   provide progression from the HNC in Counselling for those specifically seeking a career in the counselling sector.
9   professionalise the industry, particularly in Scotland, by providing a qualification which meets the BACP requirements for entry to the professional register which is accredited by the Professional Standards Authority (PSA) https://www.professionalstandards.org.uk/home
10   emphasise the importance of contractual relationships and ethical and regulatory frameworks.
11   develop learner's counselling skills in practice with clients in a range of counselling settings.
12   develop the learners' skills in research, self-evaluation and personal development.
13   develop learners' awareness of the health, safety and security requirements for safe working.

5.2   Mapping of Core Skills development opportunities across the qualifications

D = developed, E = Embedded

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model	D	D	D				D	D	D	D	D	D
Counselling: Relationship-Centred Counselling Skills Stage 2 of the Three-Stage Integrative Model	D	D	D				D	D	D	D	D	D
Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model	D	D	D				D	D	D	D	D	D
Humanistic Counselling Theory	D	D	D				D	D	D	D	D	D
Psychodynamic Counselling Theory	D	D	D				D	D	D	D	D	D
Behavioural and Cognitive Counselling Theory	D	D	D				D	D	D	D	D	D
Counselling: Graded Unit 1	D	D	D				D	E	E	E	D	D
Counselling: Professional Standards	D	D				D	D	D	D	D	D	D

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Counselling: Psychopathology for Counsellors	D	D	D				D	D	D	D	D	D
Counselling: Personal Development in a Therapeutic Setting	D	D	D				D	E	D			
Counselling: Supervised Practice	D	D	D			D	D	E	D	D	E	E
Counselling: Research Skills	D	D				D	D	E	D	D		
Counselling: Values and Principles for Practice	D	D	D				D	D	D	D		
Counselling: Self Evaluation for Counsellors	D	D	D			D	D	D	D	D		
Counselling: Certificate of Proficiency (BACP)	D	D					D	D	D			
Counselling: Graded Unit 2	D	D				D	D	E	E	E	D	D
Counselling: Contemporary Cognitive and Behavioural Theory	D	D	D				D	D	D	D	D	D
Counselling: Contemporary Humanistic Counselling Theory	D	D	D				D	D	D	D	D	D
Counselling: Contemporary Psychodynamic Counselling Theory	D	D	D				D	D	D	D	D	D

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Counselling: Contemporary Pluralistic Counselling Theory	D	D	D				D	D	D	D	D	D
Counselling: Group Experience: Cognitive-Behavioural Approach	D	D	D			D	D	D	D	D	D	D
Counselling: Group Experience: Humanistic Approach	D	D	D			D	D	D	D	D	D	D
Counselling: Group Experience: Psychodynamic Approach	D	D	D			D	D	D	D	D	D	D
Counselling Group Experience: Pluralistic Approach	D	D	D			D	D	D	D	D	D	D
Counselling: Understanding Addictive Behaviours	D	D	D			D	D	D	D			
Counselling: Working with Addictive Behaviours	D	D	D			D	D	D	D	D	D	D
Counselling: Working with Substance Misuse	D	D	D			D	D	D	D	D	D	D
Counselling: Loss, Grief and Bereavement in a Counselling Context	D	D	D			D	D	D	D	D	D	D
Counselling: Group Counselling Skills	D	D	D					D	D	D	D	D

Unit title	Communication			Numeracy		ICT		Problem Solving			Working with Others	
	Written (Reading)	Written (Writing)	Oral	Using Number	Using Graphical Information	Accessing Information	Providing/Creating Information	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Counselling: Personal Development in a Therapeutic Setting	D	D	D				D		D			
Counselling: Deaf People	D	D	D			D		D	D			
Developing Skills for Personal Effectiveness	D	D	D	D			D	E	E	E	D	D
Counselling: Setting Up a Practice	D	D	D	D	D	D	D	D	D	D		
Preparing to Start a Business	D	D	D	D	D	D	D	D	D	D	D	D
Work Placement	D	D	D			D	D	E	E	E	E	E

5.3 Assessment strategy for the qualification

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
Counselling: Relationship-Centred Counselling Skills: Stage 1 of the Three-Stage Integrative Model	Extended response to questioning	Observation	Reflective account		
Counselling: Relationship-Centred Counselling Skills Stage 2 of the Three-Stage Integrative Model	Extended response to questioning	Observation	Reflective account		
Counselling: Relationship-Centred Counselling Skills: Stage 3 of the Three-Stage Integrative Model	Extended response to questioning	Observation	Reflective account		
Humanistic Counselling Theory	Written/oral assignment	Written/oral assignment	Personal journal/reflective account		
Psychodynamic Counselling Theory	Written/oral assignment	Written/oral assignment	Reflective account		
Cognitive and Behavioural Counselling Theory	Written/oral assignment	Written/oral assignment	Reflective account		
Counselling: Graded Unit 1	Project based case study				
Counselling: Professional Standards	Holistic integrated assessment Outcomes 1–3			Reflective Account	
Counselling: Psychopathology	Holistic integrated assessment, open-book report				
Counselling: Personal Development	Essay	Observation			
Counselling: Supervised Practice	Integrated assessment evidence		Learner interview/checklist/ reflective account	Fortnightly reflective journal	Final reflective account
Counselling: Research Skills	Integrated assessment: Report				

Unit	Assessment				
	Outcome 1	Outcome 2	Outcome 3	Outcome 4	Outcome 5
Counselling: Values and Principles of Practice	Extended response to questioning	Extended response to questioning	Reflective accounts		
Counselling: Self Evaluation for Counsellors	Portfolio of evidence maintained throughout course				
Counselling: BACP Certificate of Proficiency	(BACP) Closed-book online assessment				
Counselling: Graded Unit 2	Project-based case study on client practice				
Counselling: Contemporary Cognitive and Behavioural Theory	Written/oral assignment	Written/oral assignment	Personal journal/reflective account		
Counselling: Contemporary Humanistic Counselling Theory	Written/oral assignment	Written/oral assignment	Personal journal/reflective account		
Counselling: Contemporary Psychodynamic Counselling Theory	Written/oral assignment	Written/oral assignment	Personal journal/reflective account		
Counselling: Contemporary Pluralistic Counselling Theory	Written/oral assignment	Written/oral assignment	Personal journal/reflective account		
Counselling Group Experience: Cognitive-Behavioural Approach	Presentation, reflective account				
Counselling Group Experience: Humanistic Approach	Presentation, reflective account				
Counselling Group Experience: Psychodynamic Approach	Presentation, reflective account				
Counselling Group Experience: Pluralistic Approach	Presentation, reflective account				
Counselling: Understanding Addictive Behaviours	Extended response to questioning	Extended response to questioning	Extended response to questioning	Journal/reflective account	

Unit	Assessment				
	Outcome 1	**Outcome 2**	**Outcome 3**	**Outcome 4**	**Outcome 5**
Counselling: Working with Addictive Behaviours	Extended response	Extended response to case study	Observation	Journal/reflective account	
Counselling: Working with Substance Misuse	Extended response	Extended response to case study	Observation	Journal/reflective account	
Counselling: Loss, Grief and Bereavement in a Counselling Context	Extended response	Extended response to case study	Observation	Journal/reflective account	
Counselling: Group Counselling Skills	Responses to questioning	Observation	Observation		
Counselling: Personal Development in a Therapeutic Setting	Essay	Essay	Essay	Essay	
Counselling: Deaf People	Investigative portfolio	Case presentation			
Counselling: Course Residential Experience	Portfolio of evidence covering planning documentation, observation and peer review and a reflective account/evaluation				
Counselling: Setting up a Practice	Extended response (holistic assessment)				
Preparing to Start a Business	Business and marketing plan				
Work Placement	Holistic assessment via portfolio of evidence gathered throughout unit				

6 Guidance on approaches to delivery and assessment

The purpose of the HNC in Counselling is primarily to develop the learner's knowledge of counselling theories and counselling skills. There is no client work involved at this level, however every opportunity should be taken to deliver and assess the knowledge and skills in a realistic working environment or a suitable simulation of one. This will allow learners to experience the environments, conditions and constraints they are likely to come across when working in the sector and support progression to the HN Diploma in Counselling where that is the chosen route.

The HN Diploma is designed to allow learners to undertake supervised practice with clients in placement and demonstrate their counselling skills. When undertaking the jointly awarded HN Diploma learners are required to apply for student membership of BACP immediately after SQA registration. **This will help to ease problems caused if there is any delay in processing the application. Student membership is a mandatory requirement for undertaking this jointly awarded course, sitting the COP and successfully completing the qualification.**

6.1 Placement hours

Learners must achieve a total of 100 hours in placement to complete the HN Diploma. Where appropriate, competent learners may apply to sit the CoP upon completion of 70 hours placement - but the balance of 30 hours must be completed to achieve the course. If a learner fails to achieve this within the allotted time for the placement unit there is opportunity to grant an extension under the following circumstances:

(i)   The learner can evidence that they have made every effort to secure the required hours.
(ii) The circumstances surrounding the short fall are beyond the learner's control.
(iii) The learner's clinical supervisor supports the extension.
(iv) Any extension granted, should be negotiated within the delivery centre although it is recommended that this for a period of no longer than 12 months from the time the unit should have completed.
(v)   During any extension period, learners will be supported by their placement mentor and clinical supervisor.

6.2   Sequencing/integration of units

The HNC in Counselling must be completed prior to accessing year two of the HN Diploma.

Students should apply for student membership of BACP as soon as they have been enrolled onto the HND. This will help to reduce possible delays in processing their application.

If optional unit HJ4W 34 *Work Placement* is delivered this should be during Year 1/the HNC year to allow learners to focus on the mandatory supervised practice unit in Year 2/HN Diploma.

A pro forma 'Readiness to Practice' checklist has been developed and is available to download from the Counselling HN Diploma webpage on the SQA website.

Prior to beginning any placement/work with clients, learners **must** complete the following units:

Counselling: Professional Standards
Counselling: Psychopathology for Counsellors
Counselling: Values and Principles for Practice
Counselling: Supervised Placement (outcomes 1 – 3 including the Readiness to Practice Assessment)

- The BACP Certificate of Proficiency (CoP) assessment should be completed at the end of the course, or after a minimum of 70 placement hours are successfully completed. It is designed to test the safe application of knowledge prior to independent practice. Centres will liaise with BACP directly to set up the online assessment. Each centre must identify a single point of contact who is responsible for the CoP App and the delivery of the CoP on the day of the assessment. If not the SQA coordinator, this must be a person who is entirely independent of the course delivery and assessment, e.g. a lead invigilator.

The CoP is embedded in the framework of the HN Diploma, however BACP retain the Intellectual Property Rights (IPRs) – (the rights granted to the creators of IP, and include trademarks, copyright, patents, industrial design rights, and in some jurisdictions trade secrets).

 As stated in the partnership agreement - BACP retain full responsibility for the CoP delivery to approved centres therefore **all** communication relating specifically to the CoP should be directed to the BACP.

6.3   Recognition of prior learning

SQA recognises that learners gain knowledge and skills acquired through formal, non-formal and informal learning contexts.

In some instances, a full group award may be achieved through the recognition of prior learning. However, it is unlikely that a learner would have the appropriate prior learning and experience to meet all the requirements of a full group award.

The recognition of prior learning may **not** be used as a method of assessing in the following types of units and assessments:

♦ HN Graded Units
♦ Course and/or external assessments
♦ Other integrative assessment units (which may or not be graded)
♦ Certain types of assessment instruments where the standard may be compromised by not using the same assessment method outlined in the unit
♦ Where there is an existing requirement for a licence to practice
♦ **Where there are specific health and safety requirements**
♦ **Where there are regulatory, professional or other statutory requirements**
♦ Where otherwise specified in an assessment strategy

More information and guidance on the *Recognition of Prior Learning* (RPL) may be found on our website here: **http://www.sqa.org.uk/sqa/67029.html**

With reference to the highlighted criteria above, A/RPL from qualifications other than the HNC in Counselling may not be utilised to access Year 2 of the HN Diploma in Counselling.

Entry is at the discretion of the centre.

6.3.1 Professional recognition

Successful achievement of the jointly awarded HN Diploma in Counselling provides the opportunity for individual membership and is accredited by the Professional Standards Authority (PSA). Entry to the register is always at the discretion of the BACP.

6.4   Opportunities for e-assessment

Access to the professional register held by the BACP is dependent upon achievement of the HN Diploma which embeds the BACP Certificate of Proficiency (COP).
The COP is an assessment of knowledge, delivered in centres via e-assessment and under invigilated conditions.

6.5   Support materials

A list of existing ASPs is available to view on SQA's website.

ASPs have been developed for the following units and are available for teaching staff to download from the SQA's Secure website.

HN8V 35	*Counselling: Graded Unit 2*
HL9K 35	*Counselling: Supervised Practice*
HL9R 35	*Counselling: Values and Principles for Practice*
HL9J 35	*Counselling: Professional Standards*

6.6   Resource requirements — General

Centres must provide appropriate accommodation, learning and teaching resources, library facilities, learning support facilities and access to appropriate recording equipment.

6.7   Course-specific resource requirements

Please note that when applying for approval to deliver the HN Diploma in Counselling the following additional course-specific approval information is mandatory within the application. The information provided will be scrutinised during the initial approval visit and at subsequent external verification visits.

♦   Centre Counselling course rationale including theoretical model
♦   Staff involved in course delivery — refer to Section 6.7.1
♦   Invigilator(s) who must be entirely independent and not involved in any aspect of course delivery or assessment
♦   Detailed learner entry requirements which must be in line with the stated rationale
♦   Centre course leaflet (or link to web-based course information)
♦   Pro forma placement contract

(An example placement contract is available for centres to download and amend for use from the Counselling subject page of the SQA website)

The following link accesses the SQA's guidance for centres that utilise secondary assessment sites, eg for placements. This guidance should be used in conjunction with BACP resource requirements listed.

www.sqa.org.uk/.../Use_of_Assessment_**Sites**_Not_Owned_or_Managed_by__the_Centre.docx

SQA's Qualification Approval application form can be accessed here: http://www.sqa.org.uk/files_ccc/Qualification_Approval_Application.pdf

Centres should contact their SQA Regional Manager when applying for approval.

6.7.1   Staff requirements

As the HN Diploma in Counselling is a professional qualification there are additional staffing and resource requirements that approved centres must adhere to. These criteria will be subject to ongoing external verification by SQA.

(a)   The course must have at least two core members of staff who have involvement in the admission, assessment, course management and decision making, in addition to teaching.

(b   Core teaching staff members involved in the delivery of the Year 2 HN Diploma Counselling Units must be Registered/Accredited members of BACP. Any additional staff must be members of an appropriate body with a complaints procedure to which they are subject.

(c)   All core staff members (placement mentor, clinical supervisor, teaching and assessment staff) involved in the delivery and assessment of the programme should be qualified, current and competent to practice and teach the blend of skills appropriate to the rationale and philosophy of the course. These staff must work within the BACP ethical framework and their working practices should be compatible with the rationale and philosophy of the course.

(d)   Training staff should be familiar with and agree to work within the current BACP Ethical Framework for the Counselling Professions (2016).

(e)   Independent invigilators for delivery of the CoP

The BACP ethical framework can be accessed here:
https://www.bacp.co.uk/ethical_framework/

Safety of learners, clients and the professional team

Staff must adhere to a fully developed procedure to maintain the safety of learners, clients and the professional team. Areas to be covered include:

♦   Commitment to clients
♦   Ethics
♦   Values
♦   Principles
♦   Personal moral qualities
♦   Conclusion
♦   Good practice
♦   Putting clients first
♦   Working to professional standards
♦   Respect
♦   Building an appropriate relationship
♦   Integrity
♦   Accountability and candour
♦   Supervision
♦   Training and education
♦   Research
♦   Care of self as a practitioner
♦   Responding to ethical dilemmas and issues

Safety of learners, clients and the professional team, continued

Centres must have formal procedures in place to terminate the training of incompetent, incapable or ethically unsound trainees. These procedures should reference points i, ii, v, vi and vii of the PVG criteria listed in section 6.7.3.

6.7.2 Resources for applicants to the course

Applicants must be provided with detailed and accurate information about the course, including its structure, aims, staffing, content, assessment process (including placements), expected timescales and fees (where applicable), e.g. indemnity insurance, which is an ethical requirement for safe working prior to any placement, BACP student membership costs, PVG application costs (some centres may cover the cost of PVG on behalf of the learner).

It is advised that centres provide a course leaflet/guide or ensure this information is available online for learners. These topics should be covered within any formal induction into the course.

In the event of the programme being withdrawn or of departmental failure, learners may apply to other SQA approved centres to complete their course. Entry, however is at the discretion of the centre.

6.7.3 Disclosure (PVG)

All previous offences identified via the Disclosure procedure will be considered on a case by case basis and will be formally assessed by a panel consisting of the centres core course team. The panel can request additional information to assist it in assessing the disclosure. They may also interview the applicant to obtain further information. The panel will consider the seriousness of the disclosure, the length of time that has elapsed, and whether there is evidence of sufficient personal learning and appropriate development. This process is framed within the context of risk assessment and safety.

In addition to this, the BACP will also consider whether the actions of the applicant may result in any of the following:

(i)   bring the reputation of BACP into disrepute
(ii)   bring the reputations of counselling and/or psychotherapy into disrepute
(iii)   result in BACP's private business being brought into the public domain
(iv)   impede the legitimate activities of the organisation
(v)   give good reason to believe an applicant could misrepresent, or has already misrepresented, his/her/the organisation's membership status
(vi)   give good reason to believe there could have been a serious breach of BACP's Ethical Framework for the Counselling Professions if the applicant was a member of the Association at that time and/or the Association's Professional Conduct Procedure was not to be used at that time.
(vii)   give good reason to believe the applicant has not or will not work to BACP's Ethical Framework and/or the BACP's Ethical Guidelines for Research in the Counselling Professions respectively.

7   General information for centres

Equality and inclusion

The unit specifications making up this group award have been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners will be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence. Further advice can be found on our website **www.sqa.org.uk/assessmentarrangements**.

Internal and external verification

As previously stated, all staff members involved in the delivery (including internal and external verification) of the Year 2 HN Diploma Counselling Units must be a member of or be eligible for membership of, an appropriate body with a complaints procedure to which they are subject.

All instruments of assessment used within this/these qualification(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

Internal and external verification should include scrutiny of the course staff Continued Professional Development (CPD) records in relation to their involvement in professional development and consultation.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in *SQA's Guide to Assessment* **(www.sqa.org.uk/GuideToAssessment)**.

8 General glossary of terms

Embedded Core Skills: is where the assessment evidence for the unit also includes full evidence for complete Core Skill or Core Skill components. A learner successfully completing the unit will be automatically certificated for the Core Skill. (This depends on the unit having been successfully audited and validated for Core Skills certification.)

Signposted Core Skills: refers to opportunities to develop Core Skills arise in learning and teaching but are not automatically certificated.

Finish date: The end of a group award's lapsing period is known as the finish date. After the finish date, the group award will no longer be live and the following applies:

♦   learners may not be entered for the group award
♦   the group award will continue to exist only as an archive record on the Awards Processing System (APS)

Graded unit: Graded units assess learners' ability to integrate what they have learned while working towards the units of the group award. Their purpose is to add value to the group award, making it more than the sum of its parts, and to encourage learners to retain and adapt their skills and knowledge.

Lapsing date: When a group award is entered into its lapsing period, the following will apply:

♦   the group award will be deleted from the relevant catalogue
♦   the group award specification will remain until the qualification reaches its finish date at which point it will be removed from SQA's website and archived
♦   no new centres may be approved to offer the group award
♦   centres should only enter learners whom they expect to complete the group award during the defined lapsing period

SQA credit value: The credit value allocated to a unit gives an indication of the contribution the unit makes to an SQA group award. An SQA credit value of 1 given to an SQA unit represents approximately 40 hours of programmed learning, teaching and assessment.

SCQF: The Scottish Credit and Qualification Framework (SCQF) provides the national common framework for describing all relevant programmes of learning and qualifications in Scotland. SCQF terminology is used throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at **www.scqf.org.uk**.

SCQF credit points: SCQF credit points provide a means of describing and comparing the amount of learning that is required to complete a qualification at a given level of the Framework. One National unit credit is equivalent to 6 SCQF credit points. One National Unit credit at Advanced Higher and one Higher National Unit credit (irrespective of level) is equivalent to 8 SCQF credit points.

SCQF levels: The level a qualification is assigned within the framework is an indication of how hard it is to achieve. The SCQF covers 12 levels of learning. HNCs and HNDs are available at SCQF levels 7 and 8 respectively. Higher National Units will normally be at levels 6–9 and graded units will be at level 7 and 8. National Qualification Group Awards are available at SCQF levels 2–6 and will normally be made up of National Units which are available from SCQF levels 2–7.

8.1   Qualification specific glossary of terms

Qualification Partnership Agreement (QPA) is a legal agreement between partners that sets out the roles and responsibilities of each party in relation to the qualification.

The British Association for Counselling and Psychotherapy (BACP)

The BACP Register was established in 2012 and was the first psychological therapists' register to be accredited by the Professional Standards Authority (PSA).. An independent body accountable to Government, the Authority was set up following the Health and Social Care Act 2012, to oversee health regulators such as the General Medical Council. It developed the accredited register scheme to quality assure registered practitioners working across a range of social care settings.

The main purpose of the Register is to protect the public and help you find a therapist you can trust. It aims to reassure clients, employers and the general public that a BACP-registered practitioner adheres to high standards of proficiency, professionalism and good practice.

BACP Certificate of Proficiency (CoP)

The Certificate of Proficiency (CoP) is a computer-based, multiple choice assessment that allows student members to demonstrate their awareness of the knowledge, skills and abilities required to be a professional counsellor / psychotherapist. It is based on case studies of practice situations, all written by counselling and psychotherapy professionals.

The CoP establishes a standardised measurement of minimum competence, which all practitioners should have and which all clients have a right to expect. It enhances confidence in the profession of counselling and psychotherapy within the wider community.

The CoP is wholly the responsibility of the BACP under the terms of the QPA.

The Professional Standards Authority (PSA)

The PSA is a regulatory body accountable to the UK parliament, set up to protect the public. In addition to their statutory regulatory function, they hold accredited registers of health and social care practitioners who are not regulated by law who meet the standards for their training, professional skills, behaviour and health. https://www.professionalstandards.org.uk

History of changes

It is anticipated that changes will take place during the life of the qualification and this section will record these changes. This document is the latest version and incorporates the changes summarised below. Centres are advised to check SQA's APS Navigator to confirm they are using the up to date qualification structure.

NOTE: Where a unit is revised by another unit:

♦ No new centres may be approved to offer the unit which has been revised.
♦ Centres should only enter learners for the unit which has been revised where they are expected to complete the unit before its finish date.

Version Number	Description	Date
11	Correction to HNC structure	06/07/22
10	**Update to Framework:** J6FH 35 Telephone and Online Counselling: Ethics and Professional Standards and J6FJ 35 Telephone and Online Counselling: Safe and Competent Practice J6FJ 35 have been added as optional units to the HND framework	17/06/22
09	New Appendix 2 added to highlight links to additional guidance for centres whilst operating under Covid 19 restrictions	28/06/21
09	P28, Safety of learners, clients and the professional team, guidance expanded in reference to procedures for terminate the training of incompetent, incapable or ethically unsound trainees	28/06/21
08	BACP clarification on placement hours required prior to accessing the CoP and thereafter achieving the Diploma.	08/12/20
07	GAS updated to include Pluralistic Theory Optional Units GAS updated to reflect that the HN Diploma is jointly awarded	05/04/20
06	Clarification of dates and invigilation requirements for the BACP CoP and provision of further information to learners on BACP Student Registration	30/10/18
05	Addition paragraph added to page 24. "*Students should apply for student membership of BACP as soon as they have been enrolled onto the HND. This will help to reduce possible delays in processing their application*".	17/08/18
04	Addition of unit J00E 35 to Mandatory Options. Counselling: Contemporary Pluralistic Counselling Theory	5/04/18
03	GAS updated to reflect that the HN Diploma is jointly awarded	5/04/18

Version Number	Description	Date
02	**Revision of Units:** F1EF 35 Counselling: Contemporary Behaviour and Cognitive Theory (Finish date 31/07/2017) has been replaced by HT6X 35 Counselling: Contemporary Cognitive and Behaviour Theory. (Start date: 01/08/2016). F1EG 35 Counselling: Contemporary Humanistic Counselling Theory (Finish date 31/07/2017) has been replaced by HT6Y 35 Counselling: Contemporary Humanistic Counselling Theory (start date: 01/08/2016). F1EH 35 Counselling: Contemporary Psychodynamic Counselling Theory (Finish date 31/07/2017) has been replaced by HT70 35 Counselling: Contemporary Psychodynamic Counselling Theory (Start date 01/08/2016).	28/07/17

Acknowledgement

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of this qualification.

9   General information for learners

This section will help you decide whether this is the qualification for you by explaining what the qualification is about, what you should know or be able to do before you start, what you will need to do during the qualification and opportunities for further learning and employment.

The Qualifications

The Higher National Certificate (HNC) in Counselling is a standalone qualification as well as forming Year 1 of the full HN Diploma course. It is designed for a range of learners from different sectors where counselling skills are useful. It can be an entry route to further education or utilised as continued professional development (CPD) for those already employed in other professions, eg nursing.

Entry to the HNC is at the discretion of the delivering centre, however it would be beneficial if you had some experience of working or volunteering in a counselling setting and had already achieved relevant units, eg *Counselling Theory for Practice* at SCQF level 6.

You will complete 12 SQA HN credits, 7 of which are mandatory with the remaining 5 being selected from a range of optional units.

There is no client practice at this level but you will be expected to demonstrate how you have integrated your counselling knowledge into practice via simulated classroom exercises.

The Higher National Diploma (HN Diploma) in Counselling is a professional qualification, aimed at those who wish to become qualified counsellors and seek entry to the professional register held by the British Association for Counselling and Psychotherapy (BACP). It is jointly awarded by SQA and BACP but entry to the professional register is always at the discretion of BACP.

Entry to the HN Diploma is also at the discretion of the delivering centre, however it should be noted that previous completion of the HNC in Counselling is required to be considered for entry to Year 2.

A total of 30 SQA HN credits must be achieved, 22 of which are mandatory within the HN Diploma Framework, with the remaining 8 being selected from a range of optional units.

The HN Diploma has been designed to support you to gain 100 hours of supervised client practice. You will demonstrate how you integrate advanced counselling knowledge and skills into your practice.

Throughout the qualification your Core Skills in *Communication*, *Numeracy*, *Working with Others*, *Information and Communication Technology (ICT)* and *Problem Solving* will also be developed.

Appendix 1

Centre Guidance for Conducting the BACP Certificate of Proficiency (CoP)

Centres please note – this is available as an individual document to download from the SQA Counselling HND webpage <Guidance Documents>

https://www.sqa.org.uk/sqa/33068.html

Centre Guidance for Conducting the BACP Certificate of Proficiency (CoP)

Introduction

This guidance has been produced to ensure that SQA Approved Centres are clear on the process for conducting BACP's CoP assessment. Centres are required to follow the process set out and show evidence of this at External Verification.

Joint certification

SQA and BACP have agreed a Qualification Partnership Agreement (QPA) which means that candidates who successfully achieve the HND in Counselling and the CoP will receive a certificate that is jointly awarded by both bodies.

The QPA sets out the roles and responsibilities of both SQA and BACP; this guidance has been produced specifically to support the centre's CoP arrangements and delivery.

Guidance on all other Units can be found in the unit specifications and this Group Award Specification.

BACP Certificate of Proficiency

The CoP is a computer-based multiple choice assessment that allows HND student members to demonstrate their awareness of the knowledge, skills and abilities required to be a professional counsellor/psychotherapist. It is normally offered by BACP at two points in the year (June and November)The content is based on case studies of practice situations, all written by counselling and psychotherapy professionals.

The CoP establishes a standard measurement of minimum competence which all practitioners should have and which all clients have a right to expect. It enhances confidence in the profession of counselling psychotherapy within the public and wider community.

The CoP has been included in the framework of the HND, however BACP retain the **Intellectual Property** Rights (IPRs) – (the rights granted to the creators of IP, and include trademarks, copyright, patents, industrial design rights, and in some jurisdictions trade secrets).

As stated in the QPA agreement - BACP retain full responsibility for the CoP delivery to centres and **all** communication relating specifically to the CoP should be directed to the BACP.

Process

- Centre must identify a single point of contact to take responsibility for BACP communications (usually the SQA coordinator)

- Centre contact will forward a copy of the candidate's registration details (to the BACP Membership Manager) as submitted to SQA when the group is registered[1].   At the same time the centre will inform BACP of the assessment site and preferred date for delivering the CoP. The registration list will enable BACP to invoice SQA directly for each candidate registered. Registered candidates should apply for BACP *Student Membership* as soon as they are enrolled on the HND, This will help to ease problems caused if there is any delay in processing their application. Student membership is a mandatory requirement for undertaking this jointly awarded course, sitting the COP and successfully completing the qualification.

- BACP will liaise with the centre contact to make arrangements for the CoP delivery at least 6 weeks before the identified assessment window. At this point the centre will confirm the names of individual candidates taking the CoP [2]

- Centre must identify a single point of contact who is responsible for the CoP App and the delivery of the CoP on the day of the assessment. If not the SQA coordinator, this must be a person who is entirely independent of the course delivery and assessment, e.g. a lead invigilator.

- Centre will conduct the CoP (under closed-book independently invigilated conditions)

- BACP will mark and moderate the completed assessments

- BACP will confirm CoP results to individual students by letter within 5 weeks, add pass/fail classification to student member records and send a complete list of results for the candidates entered to the centre contact.
  This results list must be retained for SQA external verification purposes.

- Centre will upload the CoP results with SQA – triggering HND certification as appropriate

- Successful candidates will send BACP a scanned copy of their completed HN Diploma certificate in order to upgrade to Individual Member before being invited to sign the Terms and Conditions to join the BACP Register. Individual membership is always at the discretion of BACP.

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[1] This could be a print out of the SQA registration list or a screen shot of the on-line registration entry.
[2] This may differ from the original registration list because of candidates leaving the course, being unable to attend the next assessment window and /or possibly candidates needing to re-sit the CoP.

Appendix 2 (Valid from June 2021)

Additional Guidance to support centres whilst working under Covid 19 restrictions.

We recognise that the learning environment and social landscape remains very challenging with more remote and blended learning approaches and significantly less opportunity for face-to-face delivery and assessment. Learners should, wherever possible, continue to engage in learning, teaching, and gathering evidence. In some circumstances, learners may be able to continue to practice within safe work settings and have opportunities to gather evidence for assessment. However, we appreciate that many will not have access to in-room work with clients at this time.

Centres should refer to the additional guidance available which can be found on the BACP website and on SQA's HND Counselling webpage

https://www.sqa.org.uk/sqa/90057.html

https://www.bacp.co.uk/events-and-resources/ethics-and-standards/competences-and-curricula/guidance-for-online-teaching-delivery-and-remote-supervised-placements/